

Pupil premium strategy statement (primary)

1. Summary information					
School	Yardley Primary School				
Academic Year	2018-2019	Total PP budget	£349,800	Date of most recent PP Review	n/a
Total number of pupils	848	Number of pupils eligible for PP	265	Date for next internal review of this strategy	March 2019
2. Current attainment					
		<i>Pupils eligible for PP (your school)</i>		<i>Pupils not eligible for PP (national average)</i>	
% achieving in reading, writing and maths		47%		64%	
Average progress score in reading		-3.05		0.31	
Average progress score in writing		-1.63		0.24	
Average progress score in maths		-0.01		0.31	
3. Barriers to future attainment (for pupils eligible for PP, including high ability)					
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>					
A.	Language development for all children, specifically PP children is significantly below that of the national average.				
B.	Fundamental writing skills (basic skills) for children with PP are significantly below that of the national average.				
C.	HAPs children in KS1 need to be continually challenged and exposed to deeper thinking aspects of the curriculum.				
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>					
D.	External factors and home life are affecting many children eligible for PP and this is impacting on their self-esteem and self-belief.				

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	For the % of PP children reaching the national standard in reading at KS2 is more in line with the national average.	<p>Consistently good or better quality first teaching and interventions across the whole school.</p> <p>Whole school CPD/ training to ensure consistent approaches to the teaching of vocabulary and reading skills.</p> <p>EYFS teachers ensure all elements of the ELG are embedded and to share good practice with all staff to ensure consistent teaching for all children.</p> <p>Reciprocal reading approach adopted and embedded throughout the whole school and taught in discreet lesson and within whole class teaching of texts.</p> <p>TA training and implementation of relevant reading interventions.</p> <p>All assessment are moderated and ratified to ensure good or better outcomes for all children.</p>
B.	For the % of PP children reaching the national standard in writing and GPS at KS2 is more in line with the national average.	<p>Consistently good or better quality first teaching and interventions across the whole school.</p> <p>Whole school CPD/ training to ensure consistent approaches to the teaching of GPS and writing skills.</p> <p>Internal moderation with all staff of writing pieces.</p> <p>External moderation of writing.</p> <p>Clear skills and success criteria to be evident in all lessons and the learning environment.</p> <p>Marking and feedback to be tailored to the individual needs of each child.</p> <p>All assessment are moderated and ratified to ensure good or better outcomes for all children.</p>
C.	For the % of PP children reaching greater depth at KS1 is more in line with the national average.	<p>Consistently good or better quality first teaching and interventions across the whole school.</p> <p>KS1 CPD/ training to ensure consistent approaches to the teaching greater depth aspects of the curriculum.</p> <p>EYFS teachers ensure all elements of the ELG are embedded and to share good practice with all staff in KS1 to ensure consistent teaching for all children, especially PP HAPS.</p> <p>SLT offer teaching and learning support to all staff.</p> <p>All assessment are moderated and ratified to ensure good or better outcomes for all children.</p>
D.	For pupils eligible for PP to demonstrate a higher feeling of self-belief and self-worth.	<p>Pupils eligible for PP will show more resilience and self belief in all aspects of school life, which will in turn, impact on their academic progress.</p> <p>All interventions are relevant and have an impact on the mental health and well-being of identified children.</p> <p>Discreet lessons are taught in all classes to develop resilience and self-worth.</p>

5. Planned expenditure					
Academic year	2018 - 2019				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
For the % of PP children reaching the national standard in reading at KS2 is more in line with the national average.	Reciprocal reading introduced and implemented across the whole school and in all subject areas.	Previous KS2 data in the summer 2018. Reciprocal reading research, school is part of the BEP project.	Whole school monitoring by SLT and MLT. One staff CPD target related to whole school data. Termly pupil progress meetings. SDP used as a working document and reviewed regularly. Formative and summative assessments completed by all staff and moderated. Pupil conferencing. Teacher and TA appraisals.	SLT	Termly.
For the % of PP children reaching the national standard in writing and GPS at KS2 is more in line with the national average.	Quality first teaching of writing, staff training on how to teach drafting. Moderation of writing pieces. Discreet GPS lessons.	Previous KS2 data in the summer 2018.			
For the % of PP children reaching greater depth at KS1 is more in line with the national average.	Quality first teaching, modelling to be at greater depth level. Moderation of assessments. Modelling of vocabulary and high quality questioning. Greater depth class for Maths to ensure swift exposure to greater depth challenges.	Previous KS1 data in the summer 2018.			
Total budgeted cost					£122,235
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

For the % of PP children reaching the national standard in reading at KS2 is more in line with the national average.	TA reading interventions with identified children. Intervention team to deliver research based interventions (Codex) Teachers to focus on PP children when delivering RR sessions. Tailored feedback for PP children in RR sessions.	Previous KS2 data in the summer 2018. Reciprocal reading research, school is part of the BEP project.	Whole school monitoring by SLT and MLT. One staff CPD target related to whole school data. Termly pupil progress meetings. SDP used as a working document and reviewed regularly. Formative and summative assessments completed by all staff and moderated. Pupil conferencing. Teacher and TA appraisals.	SLT	Termly.
For the % of PP children reaching the national standard in writing and GPS at KS2 is more in line with the national average.	Adult interventions with identified children. Intervention team to deliver relevant interventions. Teachers to focus on PP children when delivering RR sessions. Tailored feedback for PP children in RR sessions.	Previous KS2 data in the summer 2018.			
For the % of PP children reaching greater depth at KS1 is more in line with the national average.	Adult interventions with identified children. Intervention team to deliver relevant interventions. Teachers to be aware of identified HAPs PP children in all subject areas. Tailored feedback for PP children.	Previous KS1 data in the summer 2018.			
Total budgeted cost					£122,235
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
For pupils eligible for PP to demonstrate a higher	Chances 1:1 support for identified children.	We have a number of children who experience home issues and self-confidence issues that impact on their ability to focus	Pupil voice Staff observations. Professional dialogues.	Inclusion manager/	July 2018

feeling of self-belief and self-worth.	Sensory garden and Sensory cabin. Forest School time for all of EYFS, KS1 and Y3. Forest school nurture groups for KS2. Mental Health Quality Mark. Whole school CPD looking at mental health and well-being.	and their feeling of self-worth and self-belief in school. We will offer a range of interventions and support to these children to raise their feeling of self-worth and self-belief in order to impact on their academic progress.	More engagement in lessons and all aspects of school life. Higher rate of attendance. Staff feedback and evaluations from whole school training.	Intervention team.	
Total budgeted cost					£61,630

We are looking at the allocation of the remainder of the funding and this document will be updated accordingly.

6. Review of expenditure**Previous Academic Year****i. Quality of teaching for all**

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

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iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
 Our full strategy document can be found online at: www.aschool.sch.uk

